

Reading Sample Activities*

Standard: The adult learner develops and applies reading strategies for the understanding of written materials

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words

	Family	Workplace	Community
Pre-Literacy	<p>Students recognize letters in family members' names using a name game format.</p> <p>Students associate written words with common household items (e.g., door, wall, TV, pot, sink).</p> <p>Students listen to single syllable rhyming words and generate additional words.</p>	<p>Students match words with workplace signage.</p> <p>Students apply phonetic rules to vocabulary found on paycheck stub and other simple work-related documents.</p>	<p>Students identify sight words (e.g., Dolch word list, in newspapers).</p> <p>Students recognize letters and sight words found in community buildings (e.g., post office, grocery store, schools).</p>

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

ABE I	<p>Students pronounce words correctly in selected readings.</p> <p>Students use knowledge of antonyms, synonyms, homophones and homographs to determine meaning of words.</p>	<p>Students apply decoding strategies to unfamiliar words in the workplace.</p> <p>Students follow directions written in simple sentences.</p> <p>Students locate parts for customers from an alphabetical list.</p>	<p>Students decode rhyming words in "My Country 'Tis of Thee" using consonant and vowel sound relationships.</p> <p>Students alphabetize a class list for birthday celebrations.</p> <p>Students decode words in context in "The Pledge of Allegiance" by using phonetic letter/sound relationships.</p> <p>Students identify the meaning of safety signs.</p> <p>Students identify basic vocabulary used in restaurant menus.</p>
ABE II	<p>Students use the thesaurus to determine related words and concepts</p> <p>Students use knowledge of root words to determine the meaning of unknown words within a passage on family life.</p>	<p>Students refer to the glossary to identify and define unfamiliar words found in a benefits package.</p> <p>Students read and understand job-specific vocabulary when reading workplace materials such as health and safety postings in a workplace.</p> <p>Students read and interpret abbreviations found in want ads.</p>	<p>Students use the yellow pages to locate names and addresses of local businesses that offer services.</p> <p>Students use the phone book to determine the location of public services.</p> <p>Students identify basic vocabulary used in a newspaper or magazine ads.</p>

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<p>ABE III</p>	<p>Students apply decoding strategies to unfamiliar words in any instructional manual to assemble and to connect the various parts of a personal computer or other devices.</p> <p>Students apply decoding strategies to unfamiliar words to interpret standardized test results and/or special education documents.</p>	<p>Students apply decoding strategies to unfamiliar words in a work related policy and procedures manual.</p> <p>Students read and identify vocabulary on performance evaluation forms.</p> <p>Students peruse a dictionary to find meanings of terms used in government brochures.</p>	<p>Students use vocabulary knowledge to read sources of information about community referral agencies and the services that they offer.</p> <p>Students identify and define Greek and Latin root words and their variations. Use the "physicians" section of the yellow pages and medical insurance coverage booklets to find words containing these roots. Determine their meaning.</p> <p>Students use context clues to derive meaning from public service pamphlets such as a first aid instruction pamphlet, public service posters, street signs, and directions and cautions on medicine labels and toxic household products.</p>
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ASE I/GED	<p>Students apply decoding strategies to unfamiliar words in VCR manual.</p>	<p>Students apply decoding strategies to unfamiliar words in a work-related technical manual.</p> <p>Students monitor expository writing for unknown words or words with novel meanings, using word, sentence and paragraph clues to determine meaning.</p> <p>Students use knowledge of technical vocabulary to read and comprehend manuals for new equipment at the workplace.</p>	<p>Students apply decoding strategies to unfamiliar words in a sample voting ballot on propositions.</p> <p>Students use a dictionary or textbook glossary to find definitions for terms used in political campaigns.</p> <p>Students understand the history of English language and use word origins to determine the historical influences on English word meanings</p>
ASE II	<p>Students identify and use idioms, cognates and the literal and figurative meanings of words in speaking and writing in popular magazines.</p> <p>Students distinguish between the denotative and connotative meanings of words and interpret the connotative power of words in the “Life Section” of the newspaper.</p>	<p>Students apply knowledge of Anglo-Saxon, Greek and Latin roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</p> <p>Students apply such context clues as definition, restatement, example, comparison, contrast, cause and effect to discern word meanings in workplace documents.</p>	<p>Students trace the etymology of significant terms used in political speeches.</p>

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Indicator B: Applies reading skills to functional and informational text

	Family	Workplace	Community
Pre-Literacy	<p>Students create and read short simple sentences using pre-printed word cards.</p> <p>Students listen to dictated word list and select corresponding flash card.</p>	<p>Students match vocabulary with common workplace signage.</p> <p>Students recognize terminology of simple job opportunities.</p>	<p>Students use newspaper ads to match vocabulary with pictures (e.g., grocery, drug store, hardware).</p> <p>Students create shopping list from newspaper ads.</p>

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<p>ABE I</p>	<p>Students compare food prices using printed materials (e.g., newspaper ads, coupons, signs).</p> <p>Students apply reading skills to materials relating to family (short selections from parenting magazines, advice columns, health-related publications, short stories about family).</p> <p>Students read and follow simple instructions (e.g., a recipe, assembling instructions, children's homework assignments).</p> <p>Students read other student's writings.</p> <p>Students devise a grocery list using local advertisements.</p> <p>Students read labels on medicines and cleaning products.</p> <p>Students arrange a list of daily activities in sequence.</p>	<p>Students summarize main idea of a memo for co-worker.</p> <p>Students apply reading skills to functional and informational text (e.g., consumer information, standard civic documents, and employment forms).</p> <p>Students identify and use common abbreviations in the workplace (e.g., weight, time, distance, costs, public signage).</p> <p>Students identify facts and main idea in company newsletter articles.</p> <p>Students arrange a list of work-related activities in sequence.</p>	<p>Students read community events/activities calendar.</p> <p>Students identify main ideas in one another's writings and articles of local interest.</p> <p>Students analyze a voter registration form to determine voter qualifications.</p> <p>Students examine a ballot to determine what political parties are represented.</p> <p>Students read a letter to "Dear Abby" and predict her answer.</p> <p>Students read a movie review in the newspaper and restate the author's conclusions.</p> <p>Students use the yellow pages to locate names and addresses of local businesses that offer services.</p> <p>Students use the phone book to determine the location of public services.</p>
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	Family	Workplace	Community
ABE II	<p>Students make a program schedule for TV listing the days, times and programs that their family will watch.</p> <p>Students read and complete forms (e.g., applications for programs that benefit families, school-related forms).</p> <p>Students create verbal narrative highlighting the sequence of one week's activity.</p> <p>Students access account balance on ATM.</p> <p>Students prepare a one-month activity calendar.</p>	<p>Students scan, read, and use information from charts, graphs, tables and maps using newspapers, magazines, consumer ads, and transportation schedules.</p> <p>Students follow written directions for completing employment forms (e.g., job application, I-9, W-1040, W-2, medical insurance enrollment form).</p> <p>Students create verbal narrative highlighting the sequence of one week's activity at the workplace.</p> <p>Students use employment-related reference materials to locate information.</p> <p>Students interpret and analyze employment information in local newspapers.</p>	<p>Students trace a route on a city map. Use phone book/Internet to locate nearest public services.</p> <p>Students use media reports of local news including cartoons, photographs and headlines to draw conclusions and make predictions.</p> <p>Students identify local issues and read factual information in newspaper and other sources to analyze cause and effect.</p> <p>Students determine the basic terms of a product warranty.</p> <p>Students examine a newspaper article about a local political issue. Restate the problem and the solutions which are suggested.</p>

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ABE III	<p>Students evaluate the terms of a lease or a contract by restating the terms, asking pertinent questions, and using prior knowledge to make a decision about leasing an apartment or a house, purchasing a car or appliances.</p> <p>Students use reading strategies to complete questions on a community-related survey.</p> <p>Students use a food chart to analyze their diet.</p> <p>Students listen to statements and determine which is fact or opinion.</p> <p>Students examine “junk mail” and other promotional materials for factual accuracy.</p>	<p>Students read a work memo or project report to verify understanding and explain information.</p> <p>Students compare information on invoices and charge slips to verify dates and specific charges.</p> <p>Students interpret information listed on a payroll stub, state and federal income tax forms.</p> <p>Students scan, read, use information from charts, graphs, tables, maps and diagrams using the newspaper, trade magazines, consumer ads, transportation schedules and electronic messaging.</p> <p>Students follow directions for completing more complex job applications, I-9, W-4, and medical insurance enrollment forms.</p> <p>Students consult standard reference material (e.g., occupational reference manuals, job search aids with technology-based resources, for career exploration).</p> <p>Students read and interpret common workplace policies and/or procedures (e.g., drug-free workplace, dress code, sexual harassment, grievance).</p> <p>Students apply critical-thinking and problem- solving skills to written workplace simulations.</p>	<p>Students use reading strategies to interpret news, reports, maps, one another's writing, schedules, official documents, local stories.</p> <p>Students use reading strategies to complete questions on a consumer survey.</p> <p>Students summarize the meaning of the lyrics to the National Anthem.</p> <p>Students inspect data on weather charts in the newspaper to determine the weather forecast for a specified area and date, such as a major holiday.</p> <p>Students compare political graphs in the newspaper just prior to an election to discuss possible outcomes.</p> <p>Students analyze the symbolism in a political cartoon to determine its meaning.</p> <p>Students use an editorial from the daily newspaper to determine the author's purpose, position, and bias.</p>

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	Family	Workplace	Community
ASE I/GED	<p>Students recognize values and evaluate reasoning involved in local political issues and decisions affecting families.</p> <p>Students understand core issues and implications of public policy decisions related to family quality of life (e.g., education, child care, transportation).</p> <p>Students research one health-related issue on the Internet.</p> <p>Students examine articles from a variety of national and international newspapers written on the same topic.</p> <p>Students complete tax form on computer.</p>	<p>Students analyze written job descriptions to determine the underlying messages and values that they represent.</p> <p>Students compare and contrast a specific job at different sites as outlined in job description.</p> <p>Students analyze work-related information and draw conclusions from charts, graphs, tables, diagrams and maps.</p> <p>Students apply sequence skills by using a real or fictitious accident report to recreate order of events leading to claim.</p> <p>Students use local labor market trends to predict best-case scenarios for current and future employment options.</p> <p>Students evaluate web pages of companies within the same industry.</p>	<p>Students research economic initiatives and their effect on the local environment.</p> <p>Students analyze reports on local, national and global ecological issues.</p> <p>Students examine a news article from local newspapers that describe a political or social problem facing the local community.</p> <p>Students examine political cartoons to find implied main idea.</p> <p>Students summarize main idea and find facts and opinions in local newspaper articles.</p> <p>Students analyze Chamber of Commerce literature to compare with students' experience.</p> <p>Students track one legislative initiative from inception to resolution.</p>

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	Family	Workplace	Community
ASE II	<p>Students determine cause and effect relationships between economic systems and daily family experience.</p> <p>Students analyze different points of view on family-related issues (e.g. budgeting and finance, child rearing practices, communications, and stress management).</p> <p>Students examine family life by using research about the influences on human behavior (e.g., the primary need for survival, environment, heredity, gender issues, cultural diversity).</p> <p>Students determine the terms of a product warranty and summarize the process for registering a claim covered by the warranty.</p> <p>Students evaluate a loan application.</p>	<p>Students evaluate economic trends in the local, regional, and global marketplace.</p> <p>Students analyze issues related to psychology of the workplace (e.g., physical environment, human relation, behavior).</p> <p>Students use local labor market trends to predict best-case scenarios for current and future employment options.</p> <p>Students analyze assumptions and conclusions presented in motivational texts written by business leaders.</p> <p>Students critique a manual for its visual appeal and logic of sequence.</p> <p>Students evaluate a company policy statement.</p>	<p>Students recognize values and evaluate reasoning involved in local political issues and decisions as they affect the community.</p> <p>Students understand issues and initiatives presented to local governing bodies.</p> <p>Students use the League of Women Voters' Guide to determine writers' persuasive strategies to accomplish a purpose.</p> <p>Students review statistical information of local area and apply understanding to local experience such as crime rate, poverty level and employment rate.</p> <p>Students analyze a political speech.</p> <p>Students analyze a state policy.</p> <p>Students examine a range of articles published in a magazine or newspaper and draw inferences about the political stance of that magazine or newspaper.</p>

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Indicator C: Applies reading skills to interpret literary selections

	Family	Workplace	Community
ABE I	<p>Students read short stories about family.</p> <p>Students apply pre-reading and comprehension strategies on reading materials selected for personal leisure reading.</p> <p>Students connect information and events in texts to personal experiences.</p> <p>Students select and prepare readings from children's story books to read to a child.</p> <p>Students retell familiar stories.</p>	<p>Students select and summarize a story from a company newsletter.</p> <p>Students participate in formal or informal book talks.</p> <p>Students determine the underlying theme or author's message in fictional and non-fictional works, and relate them to prior experiences or the experiences of others (e.g., meaning of friendship; workplace values of honesty, responsibility, fairness).</p>	<p>Students read a fictional selection and relate the theme to a true life experience that could have happened in the student's community.</p> <p>Students compare and contrast different versions of the same stories reflecting different cultures, and how the story would be different if the setting were the student's community.</p>
ABE II	<p>Students compare and contrast tales from different cultures and describe the different family traditions represented.</p>	<p>Students compare and contrast tales from different cultures and describe the different work traditions for men, women, and children.</p>	<p>Students compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures and communities (e.g., trickster tales).</p>
ABE III	<p>Students compare and contrast motivations and reactions of literary characters from different historical eras and cultures confronting similar family situations or conflicts.</p>	<p>Students analyze how the qualities (e.g., courage or cowardice; ambition or laziness) of the character in a story affect the plot and resolution of the conflict and draw comparisons to real life and work experiences.</p>	<p>Students analyze how a work of literature reflects the heritage, traditions, attitudes and beliefs of its author and the community in which he or she lived.</p>

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	Family	Workplace	Community
ASE I/GED	<p>Students research ethnic and/or cultural roots of a literary piece.</p> <p>Students evaluate selections on self-esteem, parenting, personal growth, and/or personal relationships.</p> <p>Students identify writer's style in biographical and autobiographical accounts of culturally and historically important people.</p>	<p>Students compare tone and style in a variety of written correspondence between employer and employee, vendor and consumer.</p> <p>Students examine writings on leadership effectiveness and personal empowerment to determine how values, attitudes and beliefs are applied in the workplace.</p>	<p>Students select and read a variety of culturally and ethnically diverse biographical or auto-biographical short stories and determine the similarities and differences in life in the various communities.</p> <p>Students read regional literacy fiction or non-fiction selections and discuss their relevance to everyday life in the community.</p>
ASE II	<p>Students analyze the author's bias and use of persuasive strategies to accomplish a purpose in nonfiction selections on modern family life.</p>	<p>Students analyze the political assumptions in a selection of literary works or essays on a topic for their clarity and consistency (e.g., women's suffrage and women's place in organized labor).</p>	<p>Students compare and contrast U.S. culture with other cultures found in literary selections.</p> <p>Students analyze the philosophical, political, religious, ethical and/or social influences that have shaped characters' traits, plots and settings.</p>

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